



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7300 N. Dysart Road, Glendale, AZ 85307

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Jean B. Meier
Schedule : 7:30 AM to 4:00 PM
Grades : K-8
2004 Enrollment : 627
Web Address :
Phone Number : (623) 876-7300
Fax Number : (623) 876-7305
E-mail : jmeier@dysart.org

Mission

Luke is committed to educating the whole child in an academically challenging and nurturing environment of mutual respect. Students are valued for their diversity and are inspired to achieve while developing into successful, responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Eighty percent of students will achieve a three point gain on the state writing rubric.
- ü Eighty percent of students who have attended Luke for a minimum of one year will show a year's growth in reading on the Stanford 9 Achievement Test.
- ü Eighty percent of students who have attended Luke for a minimum of one year will show a year's growth in language on the Stanford 9 Achievement Test.
- ü Eighty percent of students who have attended Luke for a minimum of one year will show a year's growth in math on the Standford 9 Achievement Test.

Enrollment

October 1, 2003 School Year Student Enrollment : 901
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 152

Instructional Programs

- Ü Gifted
- Ü ZooPhonics
- Ü ELL Resource/ELL Inclusion
- Ü Special Education Resource
- Ü Choir
- Ü Band
- Ü Girls Sports
- Ü Boys Sports

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	6/6/2005

Shared Responsibilities

School

Luke is responsible to the community to be a well managed and positive force that elicits values of respect and dedication from its students. Open communication and professionalism are to be modeled. We are accountable for ensuring we are effective.

Parents

Parents are responsible for positively reinforcing and participating in their child's learning. Children should be at school on time every day, provided proper rest, nutrition, clothing, medical care, and immunizations.

Transportation Policy

Students residing in Luke's attendance boundaries are provided free transportation to and from school. Transportation home is also provided for students participating in after school activities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Red Ribbon Essay Winners	2004
Ü Terrific Kids (Kiwanis)	2004
Ü Luke AFB Black History Month Essay Winners	2004
Ü Girls Basketball - 1st Place Overall (DJAA)	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	939	76019	100	100	100	497	479	499	15	22	14	40	43	39	13	13	14	33	21	33
All Students (Prior Year)	117	855	76230	100	100	100	482	470	498	16	26	12	49	47	38	13	11	12	23	17	37
Female	48	452	37207	100	98	100	491	480	499	16	20	12	42	46	41	18	14	14	24	20	33
Male	35	481	38677	100	100	100	507	479	498	15	24	15	35	41	38	6	12	13	44	23	34
African American	15	92	3817	94	97	100	489	468	475	13	22	23	47	52	47	7	13	11	33	13	18
Hispanic	22	379	29458	100	98	100	513	462	480	16	34	20	37	45	48	11	9	12	37	13	20
Asian/Pacific Islander	NC	24	1673	NC	96	99	NC	498	531	NC	5	4	NC	55	29	NC	9	14	NC	32	53
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	497	466	NC	13	28	NC	44	49	NC	6	10	NC	38	13
White	39	418	35880	100	100	100	497	493	515	13	15	7	34	39	32	18	17	16	34	28	45
Students with Disabilities	13	115	9786	100	100	100	436	436	457	55	54	39	45	35	40	0	7	7	0	4	13
Students without Disabilities	71	824	66233	100	99	99	507	482	503	9	20	11	39	44	39	14	14	14	38	23	35
Limited English Proficient Students	NC	143	15206	NC	100	100	NC	430	459	NC	57	31	NC	40	53	NC	3	7	NC	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	46	499	35714				494	467	480	21	31	20	37	44	47	19	9	12	23	15	20
Non-Economically Disadvantaged	38	440	40266				500	491	513	8	14	9	43	42	33	5	17	15	43	27	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	941	76020	100	100	100	501	498	503	25	33	25	26	21	23	44	38	40	5	7	12
All Students (Prior Year)	116	847	76202	100	100	100	506	499	505	16	28	19	32	28	24	44	37	46	9	7	11
Female	48	453	37213	100	98	100	499	499	504	20	27	22	31	22	23	44	44	42	4	8	13
Male	35	482	38666	100	100	100	504	497	501	32	38	29	18	21	22	44	34	38	6	7	12
African American	15	92	3819	94	97	100	496	492	494	27	39	37	20	24	26	53	34	31	0	2	6
Hispanic	22	379	29442	100	98	99	501	491	494	16	45	37	26	22	26	58	28	31	0	4	6
Asian/Pacific Islander	NC	24	1672	NC	96	99	NC	502	513	NC	18	12	NC	45	19	NC	23	49	NC	14	20
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	499	489	NC	19	48	NC	38	25	NC	44	24	NC	0	3
White	39	420	35890	100	100	100	505	505	511	21	23	15	29	18	20	39	48	48	11	11	18
Students with Disabilities	13	118	9784	100	100	100	478	476	485	73	72	58	9	12	19	18	15	19	0	0	4
Students without Disabilities	71	823	66236	100	98	99	505	500	504	17	29	23	29	22	23	48	40	42	6	8	13
Limited English Proficient Students	NC	144	15198	NC	100	100	NC	476	483	NC	79	59	NC	18	25	NC	3	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	46	499	35703				498	493	494	26	42	37	23	22	26	47	30	31	5	6	6
Non-Economically Disadvantaged	38	442	40274				504	503	509	24	24	17	30	21	20	41	46	47	5	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	936	75673	100	99	100	510	508	530	11	15	12	33	32	25	54	50	58	3	3	4
All Students (Prior Year)	115	812	74692	99	100	99	493	482	502	23	29	18	29	32	27	42	36	47	5	3	8
Female	48	451	37099	100	98	100	527	525	548	9	9	8	29	32	22	58	55	64	4	4	6
Male	35	479	38441	100	100	99	490	493	513	15	20	16	35	33	29	50	46	52	0	1	3
African American	15	92	3791	94	97	99	546	509	506	0	12	18	27	31	29	73	56	50	0	1	3
Hispanic	22	377	29305	100	98	99	502	491	507	5	17	16	58	39	31	32	43	51	5	1	2
Asian/Pacific Islander	NC	24	1665	NC	96	99	NC	518	573	NC	18	6	NC	14	16	NC	68	67	NC	0	10
American Indian/Alaskan Native	NC	17	4707	NC	100	100	NC	550	492	NC	13	19	NC	27	33	NC	40	46	NC	20	1
White	39	418	35760	100	100	99	501	520	550	16	14	9	24	29	21	61	54	64	0	4	6
Students with Disabilities	13	117	9706	100	100	100	442	447	462	27	38	36	45	34	32	27	28	31	0	0	1
Students without Disabilities	71	819	65967	100	98	99	521	513	536	9	13	10	30	32	25	58	52	60	3	3	5
Limited English Proficient Students	NC	144	15115	NC	100	100	NC	446	471	NC	41	26	NC	40	38	NC	19	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	46	497	35541				534	499	504	5	18	17	30	33	31	60	48	50	5	1	2
Non-Economically Disadvantaged	38	439	40091				483	518	550	19	12	9	35	31	21	46	52	64	0	4	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	833	75001	100	100	99	471	449	468	38	50	37	29	36	36	25	11	16	8	3	10
All Students (Prior Year)	92	651	71167	100	99	99	454	441	463	44	57	38	43	34	41	8	8	14	5	1	7
Female	44	410	36846	100	99	99	470	451	468	39	47	36	27	38	38	27	11	16	7	3	10
Male	38	419	37974	100	99	99	472	447	467	37	53	39	31	33	34	23	11	16	9	3	11
African American	19	76	3720	100	96	98	448	439	446	68	61	53	11	28	33	16	8	9	5	3	4
Hispanic	23	356	26675	96	97	98	468	440	448	39	58	52	22	33	34	28	6	10	11	2	4
Asian/Pacific Islander	NC	15	1575	NC	100	99	NC	487	504	NC	17	18	NC	33	33	NC	33	20	NC	17	29
American Indian/Alaskan Native	NC	12	4731	NC	100	98	NC	438	438	NC	67	61	NC	17	30	NC	8	7	NC	8	2
White	33	363	37785	100	99	99	484	459	482	19	42	25	47	40	39	31	15	21	3	4	15
Students with Disabilities	NC	111	8802	NC	100	100	NC	405	418	NC	87	79	NC	11	16	NC	2	3	NC	0	1
Students without Disabilities	76	722	66199	99	97	99	475	452	472	34	47	34	30	38	38	27	11	17	9	3	11
Limited English Proficient Students	NC	131	11710	NC	100	100	NC	421	429	NC	80	70	NC	18	25	NC	1	4	NC	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	39	440	29814				457	438	448	53	60	53	24	31	33	21	8	10	3	1	4
Non-Economically Disadvantaged	43	393	45170				482	460	479	26	41	28	33	41	38	29	13	20	12	5	14

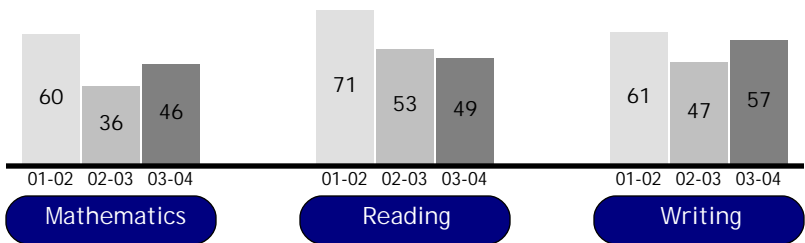
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	831	74918	100	99	99	503	487	497	26	38	32	18	19	19	39	33	35	16	10	15
All Students (Prior Year)	96	648	71100	100	99	99	499	487	502	28	35	25	18	26	21	40	33	40	14	7	15
Female	44	412	36805	100	100	99	507	493	501	22	34	28	17	19	19	46	37	37	15	10	16
Male	38	416	37936	100	98	99	498	482	493	31	42	35	20	20	18	31	30	33	17	9	14
African American	19	76	3719	100	96	98	486	482	481	32	38	43	26	20	21	42	37	29	0	6	7
Hispanic	23	354	26645	96	97	98	491	474	478	33	49	46	22	22	20	33	25	27	11	4	6
Asian/Pacific Islander	NC	15	1571	NC	100	99	NC	506	521	NC	17	18	NC	17	15	NC	58	38	NC	8	30
American Indian/Alaskan Native	NC	12	4729	NC	100	98	NC	480	468	NC	50	57	NC	8	19	NC	33	19	NC	8	4
White	33	363	37773	100	99	99	517	500	511	19	28	20	13	18	18	41	40	41	28	15	21
Students with Disabilities	NC	111	8801	NC	100	100	NC	435	448	NC	77	75	NC	11	13	NC	12	10	NC	0	2
Students without Disabilities	76	720	66117	99	97	99	507	492	501	23	34	28	19	20	19	41	35	37	17	10	16
Limited English Proficient Students	NC	131	11706	NC	100	100	NC	447	454	NC	76	71	NC	18	16	NC	5	12	NC	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	39	439	29785				485	474	477	41	49	47	21	22	20	32	25	26	6	4	6
Non-Economically Disadvantaged	43	392	45115				517	501	508	14	26	23	17	16	18	45	42	39	24	15	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	828	74503	100	99	99	501	486	491	5	9	9	30	33	32	58	52	51	7	6	8
All Students (Prior Year)	92	630	69001	100	96	96	489	473	490	14	28	17	44	44	37	41	28	45	1	0	1
Female	44	409	36686	100	99	99	519	507	506	2	5	5	22	24	29	68	63	57	7	7	9
Male	38	415	37644	100	98	98	480	465	476	9	14	13	40	42	36	46	41	45	6	4	6
African American	19	76	3677	100	96	97	481	490	475	5	10	12	32	30	36	63	55	46	0	6	5
Hispanic	23	351	26500	96	96	97	486	468	467	17	13	13	28	39	39	56	44	44	0	4	4
Asian/Pacific Islander	NC	15	1566	NC	100	99	NC	512	537	NC	0	5	NC	25	23	NC	67	55	NC	8	18
American Indian/Alaskan Native	NC	12	4695	NC	100	97	NC	470	464	NC	8	14	NC	42	39	NC	42	44	NC	8	3
White	33	363	37606	100	99	99	520	501	508	0	6	6	28	28	28	59	60	56	13	7	10
Students with Disabilities	NC	111	8662	NC	100	100	NC	393	409	NC	41	37	NC	44	42	NC	15	20	NC	0	1
Students without Disabilities	76	717	65841	99	97	98	509	494	499	3	7	7	30	32	32	60	55	53	7	6	8
Limited English Proficient Students	NC	130	11608	NC	100	100	NC	414	430	NC	31	23	NC	48	47	NC	21	28	NC	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	39	439	29587				487	467	465	6	13	14	35	38	40	53	45	43	6	3	4
Non-Economically Disadvantaged	43	389	44898				513	506	507	5	6	7	26	27	28	62	59	55	7	8	10

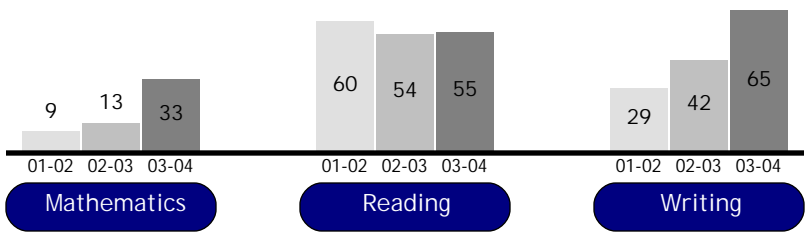
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	43	32	44	93	50	42	50	90	52	NA	58
	Language	93	34	27	39	97	39	33	43	93	42	35	50
	Mathematics	93	47	40	52	98	49	37	57	93	57	44	64
4	Reading	91	54	36	47	95	44	43	52	96	49	NA	56
	Language	91	51	37	45	97	44	42	48	100	47	41	52
	Mathematics	91	58	41	52	97	51	46	57	100	47	47	61
5	Reading	98	57	36	46	94	46	40	50	98	47	NA	55
	Language	98	50	33	43	96	38	34	46	98	42	39	49
	Mathematics	98	61	46	54	98	47	43	57	99	58	49	63
6	Reading	96	56	40	49	96	50	40	53	99	59	NA	56
	Language	95	47	32	42	96	45	34	45	100	47	36	48
	Mathematics	95	64	48	58	95	59	47	62	100	67	52	66
7	Reading	94	59	35	48	97	47	42	51	95	45	NA	54
	Language	91	55	35	51	97	53	47	54	97	58	44	58
	Mathematics	93	64	40	54	99	51	45	58	97	59	46	62
8	Reading	98	54	36	49	93	50	41	53	93	56	NA	55
	Language	98	50	33	46	94	46	35	49	94	47	40	52
	Mathematics	98	51	40	54	97	47	42	58	93	53	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Uniform Dress Code
1 Non-certified Employee(s)	Ü Parent/Educator Relations
2 Teacher(s)	Ü Mission Statement
2 Parent(s)	Ü Student Community Service
2 Community Member(s)	Ü Academic Focus - Accelerated Schools
0 Student(s)	Ü Strategic Planning

Staffing Information for School Year 2004-05			
Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	8.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	2	0	0	0
10 or more years	9	6	0	0

Highly Qualified (NCLB) & Core Academics	
Core academic teachers meeting the definition of Highly Qualified (NCLB):	29
Core academic classes taught by Highly Qualified (NCLB) teachers.	93
Teachers with Emergency Certificaton.	0

Resources Available at School Site	
Special Facilities	
Ü Inside Physical Education	Ü Mobile Computer Labs
Ü Computer Lab	Ü Library/Media Center
Extracurricular Activities	
Ü Student Council	Ü Student Instructional Assistants
Ü Boys/Girls Athletics	Ü CocaCola Youth Value Program
Ü Cheerleading/Dance Team	
Ü School Team	

Social Services	
Ü Preschool	Ü On Site Day Care for Luke Students
Ü Health Services	Ü School Counselor
Ü Social Worker	
Ü LAFB Youth Center Services	

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Four Luke students attended the Luke Air Force Base Black History Month Luncheon as first place winners in an essay competition.
- ü Language scores on the Stanford 9 improved at six grade levels.
- ü Math scores on the Stanford 9 improved at six grade levels.
- ü Reading scores on the Stanford 9 improved at six grade levels.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 3-4	70	68
Grades 4-5	67	70
Grades 5-6	71	69
Grades 6-7	61	60
Grades 7-8	70	68

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Luke Safety Committee promotes/facilitates school prevention programs which treat the safety of students, staff and visitors. Emphasis is placed on developing programs to target Student & Staff Safety, Environmental Safety and Disaster Preparedness.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Jean Meier	(623) 876-7300
Transportation Policy	John Heckadon, Durham Transportation	(623) 876-7030
Community Resources	School Link	(623) 876-7056
School Nutrition Programs	Sodexo	(623) 876-7075
Parent Organization	PTA	(623) 876-7300
Student Health/Nurse	Jane Gleason	(623) 876-7304

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.